

COMMERCIAL ART

Levels: Grades 10-12
Units of Credit:
CIP Code: 50.0402
Prerequisite: None

CORE STANDARDS, OBJECTIVES, AND INDICATORS

STANDARD 500402-01 Students will be able to understand commercial art orientation and job standards.

OBJECTIVES

500402-0101 Demonstrate knowledge about the various kinds of jobs in the commercial art field and focus on local vocational opportunities.

- Cartooning/Animation
- Production art
- Illustration
- Sign design
- Commercial design
- Logo and Letterhead (Package design, display, corporate image, advertising, etc.)
- Layout (Books, magazine, newspaper, etc.)
- Digital imaging and website design

500402-0102 Demonstrate a working knowledge of professional working conditions and standards.

- Knowledge of pay or salaries for local and national positions
- Types of jobs and opportunities locally and nationally
- Free-lance conditions

500402-0103 Performance standards

- Analysis of target audience
- Analysis and critique of current styles
- Analyze and use appropriate existing material i.e. clipart and stock files.

STANDARD 500402-02 Students will be able to understand and demonstrate proper drawing techniques.

OBJECTIVES

500402-0201 Plan composition through the use of thumbnail sketches. Use strategies to measure correct proportional relationships between paper and objects being drawn.

500402-0202 Relating the observed object being drawn and determine best placement on the page.

500402-0203 Demonstrate expertise in drawing objects from observation

- Light Logic
- Demonstrate ability to recognize angles of edges, etc., and draw them accurately.

- Demonstrate the use of measuring techniques to accurately record proportional aspects.
- Demonstrate gesture, motion, and other expressive drawing strategies.
- 500402-0204 Demonstrate ability to relate three-dimensional objects to a two-dimensional picture plane situation.
- 500402-0205 Demonstrate ability to draw objects utilizing 1-point and 2-point perspective
- 500402-0206 Accurately draw circles and cylinders in perspective.
- 500402-0207 Demonstrate ability to accurately observe and draw foreshortening of the human form.
- 500402-0208 Be able to use overlapping to show depth.
- 500402-0209 Using value to create illusion of space.
- 500402-0210 Demonstrate strategies for using perspective as a tool of expression.

STANDARD 500402-03 Students will be able to understand and demonstrate proper typography techniques.

OBJECTIVES

- 500402-0301 Identify and correctly use type from the 6 type families.
 - Identify and correctly use old style letter forms.
 - Identify and correctly use slab serif letter forms.
 - Identify and correctly use sans serif letter forms.
 - Identify and correctly use script letter forms.
 - Identify and correctly use modern letter forms.
 - Identify and correctly use decorative and novelty letter forms
- 500402-0302 Know and use the measuring units of typography
 - Cap height
 - Baseline
 - X-height
 - Point size
 - Key size
 - Picas and points
- 500402-0304 Know the vocabulary of typography
 - Upper and lower case
 - Ascender and Descender
 - Regular and boldface
 - Condensed and expanded
 - Italic and cursive
 - Font, text, type, and type style.
 - Justified, unjustified, ragged left, and ragged right.

STANDARD 500402-04 Students will be able to understand and demonstrate proper color/painting techniques.

OBJECTIVES

- 500402-0401 Demonstrate a thorough knowledge of color theory.
- Light
 - Pigment
 - Transparent/opaque color
- 500402-0402 Demonstrate a working knowledge of color organization and the color wheel.
- Primary colors
 - Secondary colors
 - Intermediate/Tertiary colors
 - Neutrals
- 500402-0403 Identify and organize color schemes.
- Monochromatic
 - Complimentary
 - Analogous
 - Triadic
 - Split-complimentary
- 500402-0404 Demonstrate a working knowledge of values and use them in project work.
- Value scale
 - Tints
 - Tones
 - Shades
 - Demonstrate expertise in aerial/atmospheric perspective.
 - Using hue to create illusion of space.
 - Using control of detail to create illusion of space.
- 500402-0405 Demonstrate a thorough knowledge of the dimensions of color.
- Hue
 - Value
 - Intensity
- 500402-0406 Demonstrate a working knowledge of warm and cool colors.
- 500402-0407 Be able to set up a basic pallet

STANDARD 500402-05 Students will be able to understand and demonstrate basic design principles.

OBJECTIVES

- 500402-0501 Demonstrate an ability to recognize and utilize the elements of design.
- Line
 - Shape
 - Value
 - Form
 - Texture
 - Color

- Space
- 500402-0502 Demonstrate an ability to recognize and utilize the principles of design.
 - Balance
 - Emphasis/Subordination
 - Rhythm/Repetition/Pattern
 - Scale/ Proportion
 - Unity/Variety
 - Contrast
 - Movement/Directional forces
- 500402-0503 Composition

STANDARD Students will be able to understand and demonstrate safe practices.
500402-06

OBJECTIVES

- 500402-0601 Understand proper ventilation
 - Identify materials and techniques that require proper ventilation
- 500402-0602 Identify and use proper safety equipment
- 500402-0603 Identify hazardous chemicals and solvents, their proper handling, disposal, and safety procedures if and accident occurs
- 500402-0604 Know how to access and read material safety data sheets
- 500402-0605 Participate in safety training and maintain a safe work area.
- 500402-0606 Report shop, environment, or safety equipment, problems, violations to the instructor.
- 500402-0607 Understand accident report procedures.
- 500402-0608 Clean and maintain an orderly work area.
- 500402-0609 Demonstrate an ability to verbally express and advertising campaign to a client.

STANDARD Students will be able to understand copyright and legal issues and demonstrate
5004002-07 proper practice in relation to these areas.

OBJECTIVES

- 500402-0701 There's one other rule that lest many people lawfully copy others' work: The fair use doctrine. The fair use doctrine asks several questions:
 - Is your use noncommercial?
 - Is your use for purposes of criticism, comment, parody, news reporting, teach, scholarship, or research?
 - Is the original work mostly fact (as opposed to mostly fiction or opinion)?
 - Has the original work been published (as opposed to sent out only to one or a few people)?
 - Are you copying only a small part of the original work (as opposed to the most important part)?
 - Are you copying only a relatively insignificant part of the original work(as opposed to the most important part)?

- Are you adding a lot new to the work(as opposed to just quoting parts of the original)?
- Does your conduct leave unaffected any profits that the copyright owner can make (as opposed to displacing some potential sales OR potential licenses of reprint right)?
- The more YES answers there are to the above questions, the more likely it is that your use is legal. The more NO answers there are, the more likely it is that your use is illegal.
- The trouble is that you can't just count the answers. Sometimes even a few Yes's will lead to a finding of fair use; sometimes even a few No's will lead to a finding of no fair use. Often even the sharpest lawyers won't be able to predict the result.
- IN the next few message, though, we'll try to give some rules of thumb – which we hasten to say are our own interpretations of the law, with which others might disagree – about what's allowed and what's not.

500402-0702 Here are a few basic rules of thumb on when a use is fair.

- If you're copying only a LITTLE BIT -- for text, this generally means no more than a couple of paragraphs here and there, but it could be less if you're copying from a work that's already quite short – your use is probably FAIR. We wish we could tell you how much is “a little bit,” but we can't – there's no bright line. If someone tells you something like “It's OK to copy 20% of a newspaper article or 10% of a scholarly article,” that's a COPYRIGHT MYTH.
- If you're copying more than a little bit, but you're doing it for (a) SYSTEMATIC NEWS REPORTING, (b) CRITICAL COMMENTARY (whether positive or negative), or (c) PARODY, your use is probably FAIR. Note that it's not enough just to say “I'm reporting the news to the list” or “I'm commenting on this article just by quoting it.” A little test: If pretty much any copier can make the same claim of “news reporting” or “commentary” that you're making, your claim is probably to ambitious.
- If your copying UNPUBLISHED work – work that the copyright owner hasn't displayed to all comers – then your use is probably NOT FAIR.
- The classic example of unpublished work is a personal e-mail. You might get away with quoting several lines in some situations, but generally you can't.

500402-0703 As we've seen,

- Copies of small excerpts tend to be FAIR.
- Copies for systematic news reporting, criticism, or parody tend to be FAIR, and
- Copies of unpublished works tend to be UNFAIR.

500402-0704 Outside the area covered by these three basic rules, there are two more:

- COMMERCIAL copying is generally UNFAIR. “Commercial” here just means copying that makes the copier money. It doesn't much matter (A) whether you're making money from subscribers or advertisers, (B) whether you're a for-profit organization or a non-profit-one, and (C) whether your ultimate goal is the betterment of mankind or just making a quick buck. If you're making money from the copying, you should probably ask the copyright owner for a license (which might mean having to pay him for it).

- NONCOMMERCIAL copying is generally fair unless the text you're copying is available for money (or for free in a place that carries advertising) either online or offline. The test is: If this noncommercial copying became WIDESPREAD, would it displace some sales (or some advertising revenues)? If it will, it's UNFAIR. That's why it's a copyright infringement for you to send a copy of WordPerfect to a friend. Even if you're pretty sure your friend would never buy it himself, WordPerfect loses some money when this sort of copying becomes commonplace.

500402-0705 Some Fair Use Examples

- You get a personal message and you pass it along to one other person. PROBABLY UNFAIR, though you might still have an implied license. (For instance, if the message asks for help on a non-private matter, there might be an implied license to pass it along to others who might be able to help.)
- You download an article from a newspaper's Web site and post it to a news group. The site carries advertising, and says "Do not send any copies of these articles to other people" (thus negating any implied license). PROBABLY UNFAIR, since if this becomes commonplace, fewer people would access the web site and see the advertising.
- You key in an article from a paper magazine that doesn't have a Web site and post it to a news group. PROBABLY UNFAIR, if the magazine is available on some online service (such as DIALOG or NEXIS), or if the magazine is still on the newsstands for people to buy.
- You forward someone's message from one publicly accessible news group to another news group. PROBABLY FAIR, because the message was published, and because the person posting it has no commercial interest in selling the message.
- You quote a few sentences from a news article that you downloaded. PROBABLY FAIR, because it's only a few sentences.

PROFESSIONAL DEVELOPMENT

STANDARD **The student will understand the need for professional development.**
500402-08

OBJECTIVES

| | |
|--------------|---|
| 500402-0801 | Complete a personal inventory. |
| 500402-0802 | Set and meet goals. |
| 500402-0803 | Be self-motivated. |
| 500402-0804 | Know how to make decisions. |
| 500402-0805 | Know how to manage time. |
| 500402-0806 | Organize personal belongings and lab equipment. |
| 500402-0807 | Learn to communicate verbally. |
| 500402-0808 | Write effective communications. |
| 500402-0809 | Establish a personal reading program. |
| 500402-0810 | Develop effective work skills and attitudes. |
| 500402-0811* | Master a working knowledge of SkillsUSA-VICA. |

- Learn the acronym SkillsUSA-VICA.
- State the SkillsUSA-VICA motto.
- State the SkillsUSA-VICA creed.
- Learn the SkillsUSA-VICA colors.
- Describe the official SkillsUSA-VICA dress.
- Describe the procedure for becoming a SkillsUSA-VICA officer.

**STANDARD
500402-09**

The student will understand the need for leadership skills.

OBJECTIVES

- 500402-0901 Serve on a committee.
- 500402-0902 Prepare an agenda.
- 500402-0903 Assist in planning a meeting.
- 500402-0904 Review basic parliamentary procedure.
 - Make a main motion.
- 500402-0905 Participate in a school project.
- 500402-0906 Attend a community meeting.
- 500402-0907 Practice effective speaking.
- 500402-0908 Present a three- to five-minute talk.
- 500402-0909 Implement a leadership project.
- 500402-0910* Master a working knowledge of SkillsUSA-VICA.
 - Describe the meaning of the SkillsUSA-VICA emblem.
 - State the SkillsUSA-VICA pledge.
 - Describe the duties of a SkillsUSA-VICA officer.

**STANDARD
500402-10**

The student will understand the need for career planning.

OBJECTIVES

- 500402-1001 Define your future occupation.
- 500402-1002 Survey employment opportunities.
- 500402-1003 Report on a trade journal article.
- 500402-1004 Explore opportunities for advanced training.
- 500402-1005 Conduct a worker interview.
- 500402-1006 Contact a professional association.
- 500402-1007 Explore entrepreneurship opportunities.
- 500402-1008 Give a talk about your career.
- 500402-1009 Review career goals.

**STANDARD
500402-11**

The student will understand the importance of employability and work habits.

OBJECTIVES

- 500402-1101 Develop a list of work standards to follow at school and on the job.
 - 500402-1102 Evaluate your personal ethics.
 - Evaluate your personal ethics against acceptable workplace ethics.
 - 500402-1103 Build a job search network.
 - 500402-1104 Find job leads.
 - 500402-1105 Write a resume.
 - 500402-1106 Create a job portfolio.
 - 500402-1107 Complete a job application.
 - 500402-1108 Write a business letter and memo.
 - 500402-1109 Participate in an actual or simulated job interview.
- * SkillsUSA-VICA PDP requirements - optional but recommended